

Childminder report

Inspection date: 14 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in this welcoming, well-resourced and nurturing environment. They have fun while they learn. For instance, children experiment with spinning toys. They giggle with joy as they make the toys spin again and again, fascinated and delighted by their own achievements. The experienced childminder and her assistant are enthusiastic and dedicated to their roles. They have high expectations for children to achieve to the best of their abilities. Children are happy, safe and well settled. They show high levels of confidence. They know that the childminder and her assistant will meet their individual needs. For instance, when babies show that they are tired, they are picked up and cuddled. This helps to develop children's self-esteem and feelings of self-worth.

Children are supported to learn how to manage their own behaviour. The childminder and her assistant teach young children to understand that they must share toys and equipment and to say 'please' and 'thank you'. This helps young children to know about showing respect and to develop an awareness of how their actions have an impact on the feelings of others. The childminder shares information with parents and regularly updates them about their children's progress. Parents speak highly of the childminder and the service she provides.

What does the early years setting do well and what does it need to do better?

- Children have many opportunities to develop an extensive understanding of the environment in which they live and places further afield. For instance, they frequently visit local parks, woodland areas, the beach and museums. Children are taken on buses and trains to broaden their knowledge and experiences of different forms of transport.
- The childminder meets with other childminders and their children to share good practice and gather new ideas. Children develop their social skills and build relationships with other adults and children.
- Children have many opportunities, in the childminder's home and at various places they attend, to develop their early mark-making skills. For instance, children excitedly describe the pictures they are drawing as they make marks in flour.
- The childminder and her assistant are proactive in accessing training to enhance their professional knowledge. They talk confidently of how recent training about brain development has increased their understanding of how children think and learn. The childminder links with her local authority for advice and guidance.
- The childminder and her assistant are skilled at supporting children's early mathematical development. They take every opportunity to introduce numbers, counting and shapes into children's play. For instance, as children build with blocks they count the number of blocks they are using.

- Babies delight in showing off their developing physical skills as they move around. They look for praise for their achievements, clapping and laughing as their accomplishments are acknowledged. Older children confidently manoeuvre themselves around the childminder's home, negotiating obstacles and respecting other children's space as they play.
- Older children are aware of how to keep themselves healthy as they happily sing 'this is the way we wash our hands' with the childminder after they have used the bathroom. However, the childminder does not consistently use opportunities as they naturally occur to extend children's self-care skills further. For instance, she wipes older children's faces rather than encouraging them to do this for themselves.
- All children are excellent communicators. Babies know that their babbles and gestures will be understood. Older children describe what they are doing as they play and confidently draw visitors into their conversations. The childminder and her assistant encourage children to talk as they get down to children's levels, look at children as they speak and give them time to think and respond. However, they do not make full use of opportunities offered to introduce new words to further extend children's vocabulary.
- The childminder and her assistant observe children as they play and complete accurate assessments of their learning. Planning for future learning is based on what children already know and can do.
- Partnerships with other settings children attend are effective. Written feedback shows the extent to which other professionals respect, value and praise the work that the childminder and her assistant do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of the signs and symptoms of abuse. Procedures for referring concerns about children's welfare are well embedded. The childminder and her assistant have a good knowledge of wider safeguarding concerns, including the risks associated with children and families being drawn into extreme behaviours. The childminder maintains the security of her premises. The childminder and her assistant enable children to develop an understanding of danger and how to keep themselves safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- make full use of routines and activities to develop children's independence and self-care skills
- build on the already good teaching strategies to further support children to continually build on their developing vocabulary.

Setting details

Unique reference number	EY341584
Local authority	Redcar and Cleveland
Inspection number	10117099
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	16 May 2016

Information about this early years setting

The childminder registered in 2006 and lives in Redcar. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- The inspector observed the quality of the childminder and her assistant's teaching and interactions with children throughout the inspection. These observations helped to assess the impact the childminder's curriculum and care practices have on children's learning.
- Written feedback from parents and other settings children attend was read by the inspector.
- Relevant documentation and evidence of the suitability of persons living in the household was examined.
- The inspector spoke to children throughout the inspection.
- The inspector evaluated an activity with the childminder and her assistant.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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